

## **Fourth Grade Grammar Toolkit**

### ***PACS4.D.1.2.1 Use correct capitalization***

- Students at the fourth grade level are expected to use capital letters correctly. Use individual conferences as intervention for students not working at this level.

### ***PACS4.D.1.1.6 Produce complete sentences, recognizing and correcting fragments and run-ons***

- Students at the fourth grade level are expected to write in complete sentences. Use individual conferences as intervention for students not working at this level.
- Thumbs up/thumbs down—complete or fragment/run-on
- Model correcting fragments/run-ons in student work
- Sentence building/sentence breaking with partners

### ***PACS4.D.1.1.8 Ensure subject/verb agreement***

- Add -s to most verbs if the subject is singular. Do not add -s if the subject is plural, or if the subject is I or you.
- Verify that subjects and verbs agree in their workshop writing.
- Sort examples and non-examples
- Additional resources in binder

### ***PACS4.D.1.2.3 Use commas before coordinating conjunctions in compound sentences***

- Coordinating conjunctions: FANBOYS--for, and, nor, but, or, yet, so  
[http://www.scholastic.com/teachers/classroom\\_solutions/2011/02/compound-sentences](http://www.scholastic.com/teachers/classroom_solutions/2011/02/compound-sentences)
- A compound sentence consists of two complete thoughts. The two thoughts are joined with a comma and a conjunction.
- Modeling
- Shared writing
- Find/add examples in student work
- Additional resources in binder

### ***PACS4.D.1.1.3 Use modal auxiliaries***

- Students will correctly use *can, must, may, shall, might, etc.*
- Role-play
- Additional resources in binder

**PACS4.D.1.1.1 Use relative pronouns**

- Students will use *who, whose, whom, which, that*.
- Look for relative pronouns in their own writing.
- Online game: <http://www.gotkidsgames.com/hom/relPronounGame.html>
- Additional resources in binder

**PACS4.D.1.1.8 Ensure pronoun/antecedent agreement**

- Identify pronouns and their antecedents. Pronouns must agree with the antecedent in number and gender.
- Verify p-a agreement in their workshop writing.
- Additional resources in binder

**PACS4.D.1.1.1 Use relative adverbs**

- Students will use *where, when, why* at the beginning of a relative clause. Relative adverbs relate back to a time, place, or reason to provide more details. (Ex: My grandmother remembers the day **when people rode in horse-drawn buggies.**)
- Model/Shared writing
- Find examples in student writing.
- Online game: <http://www.gotkidsgames.com/hom/relPronounGame.html>

**PACS4.D.1.1.4 Order adjectives according to conventions**

- Adjectives should be listed in the following order in a sentence: number, opinion, size, age, shape, color, origin, material, purpose.
- Model/Shared writing
- Sorting
- Adjective chains
- Additional resources in binder

**PACS4.D.1.1.7 Correctly use frequently confused words**

- Students will use correctly use words such as *to, too, two* and *there, their, they're*.
- Identify words in their own writing
- Additional resources in binder

***PACS4.D.1.1.2 Form and use progressive verb tenses***

- Progressive verb tense: I was walking, I am walking, I will be walking.
- Model/Shared writing
- Change simple tense verbs to progressive tense

***PACS4.D.1.1.5 Form and use prepositional phrases***

- Students will use phrases that begin with prepositions.
- Schoolhouse Rock—Busy Prepositions
- Find prepositional phrases in their writing
- Additional resources in binder

***PACS4.D.1.2.3 Use commas and quotations for direct speech and quotations from text***

- Put quotation marks around the exact words being quoted. Separate the quote from the rest of the sentence with a comma.
- Model using shared writing and interactive writing
- Apply skill in their own writing (literary essays, etc)
- Edit quotation mark errors

***PACS4.D.2.1.3 Differentiate between formal and informal language***

- Depending on the audience, students will choose words and phrases for effect.
- Sort—formal vs. informal
- Role-play—What words would you use when talking with your friends? What words would you use when talking with the principal?
- Additional resource in binder